DOCUMENT RESUME

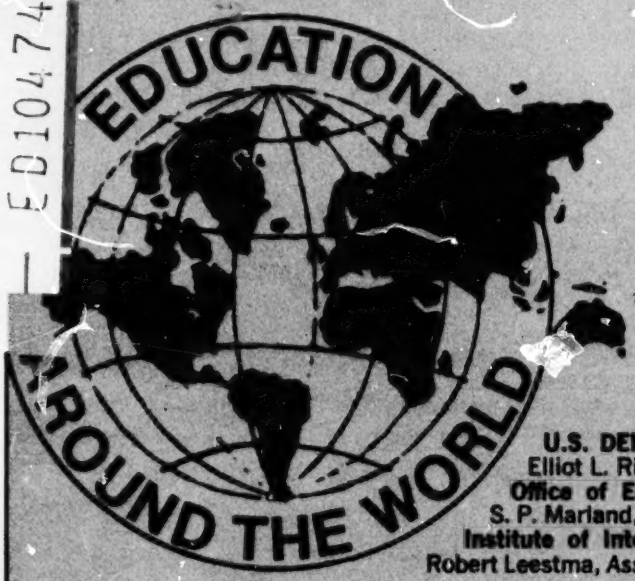
ED 104 742 SO 008 198

TITLE	The Educational System of Israel.
INSTITUTION	Institute of International Studies (DHEW/OE), Washington, D.C.
REPORT NO	DHEW-OE-14158
PUB DATE	71
NOTE	11p.
AVAILABLE FROM	Superintendent of Document, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0806; $0.15)
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*Comparative Education; Developing Nations; Education; *Educational Development; *Educational Programs; Elementary Secondary Education; Foreign Countries; Higher Education; Teacher Education; Vocational Education
IDENTIFIERS	*Israel

ABSTRACT

This document examines the educational system of Israel, including vocational, teacher, and higher education programs. The basic system involves a 1-year kindergarten program and 8 years of elementary education, which are free and compulsory. Secondary eduction, usually extending over a period of 4 years, is neither free nor compulsory. Changes in the traditional structural pattern of Israeli elementary-secondary education, which have recently been initiated and are gradually being implemented, are discussed. Higher education programs--varying in the number of years of study depending on the institution, the field of study, and the diploma or degree program undertaken--are financed through tuition fees, grants, and government subsidies. A selected glossary and reading list is included. (Author/JR)

ED104742



The Educational System of ISRAEL

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*
Office of Education
S. P. Marland, Jr., *Commissioner of Education*
Institute of International Studies
Robert Leestma, *Associate Commissioner for International Education*

THE COUNTRY AND THE PEOPLE

Location: Eastern seaboard of the Mediterranean, near the meeting point of Europe, Asia, and Africa
Size: 7,800 square miles
Official Languages: Hebrew and Arabic
Population: 2,919,000 (1973 estimate)
People: Jews and Arabs
Literacy Rate: 88 percent (1967 estimate)

THE BASIC SYSTEM

Israel's basic educational structure is as follows: 1 year of kindergarten (for 5- to 6-year-olds) and 8 years of elementary education (ages 6 through 13), which are free and compulsory; secondary education (ages 14 through 17) usually extending over a period of 4 years, which is neither free nor compulsory; and higher education, with a varying number of years of study, depending on the institution, the field of study, and the diploma or degree program undertaken. Higher education is financed through tuition fees, grants, and Government subsidies. A change in the traditional structural pattern of Israeli elementary-secondary education has recently been initiated and is gradually being implemented, as described later.

Language of Instruction

Hebrew is the language of instruction for the Jewish school population and Arabic for the Arab school population.

Semester Dates

For elementary and secondary schools, the school year begins in September and ends in June; for higher education, it extends from October to July, with a break between semesters in February.

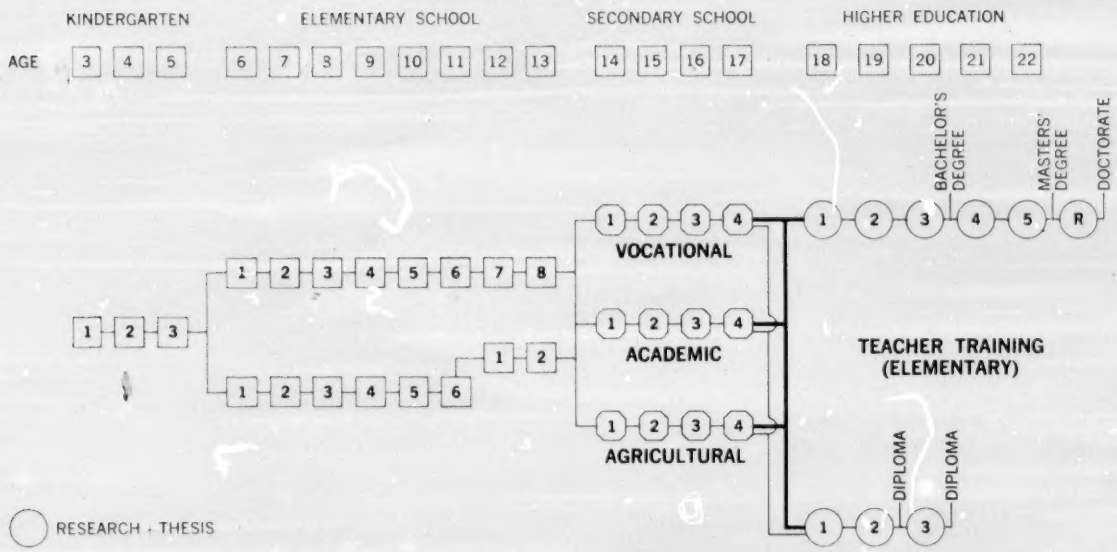
Legal Basis

The laws on which Israel's education system is based include The Education Ordinance (1933), The Compulsory Education Law (1949), The State Education Law (1953), and The Council for Higher Education Law (1958).

Administration

At the compulsory education levels (kindergarten and elementary), administrative responsibility is defined by law and is shared by the Ministry of Education and Culture and the regional and local

The Basic Educational Structure



Note: Military service is compulsory at the age of 18. Therefore, most students enroll in universities between ages 20–21

SOURCE OF DATA: Shlomo Tadmor. *Educational Developments 1967–1968: 20 Years of Education.* Jerusalem: Ministry of Education and Culture, July 1968. p. 4.

authorities. The extent to which the local authorities exercise their administrative functions depends on the experience of, and the physical and financial facilities available to, the respective local governmental or organizational units.

In most instances secondary education is under the control of municipal and local authorities. The Ministry of Education and Culture, however, has assumed a number of responsibilities for secondary education such as the preparation of recommended curriculums, preparation and administration of the matriculation (*Bagrut*) examinations, partial financing of secondary schooling, and certification of teachers.

Financing of Education and Total Educational Expenditures*

Kindergartens and elementary schools are financed through the budget of the Ministry of Education and Culture. Over 67 percent of the regular budget of higher education institutions comes from the ministry of Education and Culture.

To encourage pupils to enter secondary schools, the Ministry of Education and Culture has introduced the "graded tuition fees" system, whereby the Ministry and local education authorities pay part or all of the tuition. The tuition to be charged and fees to be paid are determined by the parents' economic situation, the student's academic abilities, the type of secondary school he will attend (academic, vocational-technical, or agricultural), and the number of students in a given school.

In 1967-68, the regular education budget was 467 million Israeli pounds (IL 3.50 = U.S. $1.00). The grand total of educational expenditures, including those for all factors contributing to the upkeep of educational facilities in Israel (such as those spent by other ministries and local authorities), amounted to over IL 600 million.

The percentage spent on education out of the total national income was 4 percent; the percentage of the regular budget of the Ministry of Education and Culture out of the total regular Government budget was 13.5 percent.

*Data from—Shlomo Tadmor. *Educational Developments 1967–1968: 20 Years of Education.* Jerusalem: Ministry of Education and Culture, July 1968. pp. 8 and 9.

KINDERGARTENS

Compulsory Kindergartens

In Israel 1 year of kindergarten attendance is compulsory and free for children 5 to 6 years of age.

Kindergartens do not emphasize a formal program of studies but rather strive to develop an all-round

personality in the child by encouraging self-expression in such creative activities as block building, care of plants and animals, clay modeling, drawing, games and story telling, handicrafts, music (dancing and singing), and painting. Schools are open 5 days a week from 8 a.m. to 1 p.m.

As of the 1969-70 school year, approximately 96 percent of the 5-year-olds in the Jewish population were in kindergartens.

Kindergartens for 3- and 4-Year-Olds

Children under 5 may attend private kindergartens or those maintained by women's organizations. Tuition varies, depending on the staff and the type of equipment available. However, the Ministry of Education and Culture is providing for free preschool education for a steadily increasing number of 3- and 4-year-old children who come from culturally and economically deprived homes. In the 1968-69 school year, approximately 62 percent of the 3-year-old and 58.4 percent of the 4-year-old children entitled to such assistance entered kindergartens.

As of the 1969-70 school year, approximately 38 percent of the 3-year-olds and 67 percent of the 4-year-olds in the Jewish population were in kindergarten.

ELEMENTARY EDUCATION

Regular Schools

There are three basic types of elementary schools: State (secular) schools, religious State schools, and recognized independent schools owned and operated by the *Agudat Israel* (Association, or Society, of Israel), which represents the more orthodox strata of the population.

The three types of schools differ from each other both in the time allotted weekly to the various subjects and in the detailed syllabus. Less time is devoted in the secular than in the religious State schools to the traditional Jewish studies (Bible and Oral Law) and more time to arithmetic, arts and crafts, Hebrew language, *Heimatkunde* (study of the environment), and nature study. In the independent (orthodox) schools, although there is no special subject called "religious instruction," religious education is based primarily on the traditional holy texts (the *Talmud* and the *Torah*).

The Ministry of Education and Culture establishes the curriculum, which includes the following subjects: agriculture, arithmetic, art, Bible study, foreign language, geography, geometry, handicrafts, Hebrew language and literature, *Heimatkunde*, history, music, nature study, physical education, science, and social education.

Depending on the type of school, the average number of hours per week averages from 22 to 26 for grade 1; 24 for grade 2; 24 to 27 for grade 3; 24 to 26 for grade 4; 26 to 32 for grade 5; 25 to 30 for grade 6; and 32 for grades 7 and 8.

The general assessment of a student's progress is usually made on the basis of teachers' observations of his performance in class and on grades made on occasional oral or written tests. The grading system is by number, 10 being the highest mark and 6 passing.

At the end of the 8 years of elementary schooling, a nationwide examination, the *Seker*, is taken by all students. Graduates receive a school-leaving certificate called *Te'udat Gemar*. Approximately 80 percent of those who completed grade 8 in the late 1960's continued to grade 9.

The enrollment for the 1969-70 school year by type of elementary school was as follows: 246,293 pupils in the State schools, 104,294 in the religious State schools, and 24,947 in schools operated by the *Agudat Israel*. In the same school year approximately 93 percent of the 6- to 13-year-olds in the Jewish population and 83 percent of the 6- to 13-year-olds in the non-Jewish population were in elementary schools.

In the past decade the majority of enrollments in elementary education has shifted from pupils with European-Israeli-American origins to pupils with Asian-African origins (includes Jews from the Middle Eastern-Arab countries), creating a range of educational problems which are being met by Israeli schools.

Schools for Working Youth

The Compulsory Education Law of 1949 established schools for working youth for those between ages 14 and 18 who had not completed their elementary schooling. Classes are held 5 evenings a week. The greater part of the lessons is spent on theoretical studies (arithmetic, Bible, civics, Hebrew, and social sciences) and the remainder on subjects such as agriculture, handicrafts, or home economics. Student grouping is by level of achievement rather than by age, and enrollment consists primarily of new immigrants (between 84 and 91 percent), the majority of whom are Jews from "oriental" countries (i.e., those in the Middle East, North Africa, and Asia).

Table 1.—Number of Schools, Students, and Teachers, by Type of School: Fall 1969
(. . . . indicates source gave no data)

Type of school	Number of schools	Number of students	Number of teachers
KINDERGARTEN			
Total	3,412	118,025	. . . . .
Hebrew	3,235	107,668	. . . . .
Arab	177	10,357	. . . . .
ELEMENTARY			
Total	1,578	447,384	22,966
Elementary schools			
Total	1,442	441,318	22,595
Hebrew	1,235	375,534	20,145
Arab	207	65,784	2,450
Schools for working youth			
Total	136	6,066	. . . . .
Hebrew	128	5,818	371
Arab	8	248	. . . . .
SECONDARY			
Total	515	120,768	10,221
Academic schools			
Total	210	62,299	. . . . .
Hebrew	192	58,479	. . . . .
Arab	18	3,820	. . . . .
Vocational schools			
Total	274	50,438	. . . . .
Hebrew	258	49,556	. . . . .
Arab	16	882	. . . . .
Agricultural schools			
Total	31	8,031	. . . . .
Hebrew	30	7,641	. . . . .
Arab	1	390	. . . . .
TEACHER-TRAINING			
Total	41	5,453	857
Hebrew	40	5,083	857
Arab	1	370	. . . . .

SOURCE OF DATA: Central Bureau of Statistics. *Statistical Abstract of Israel 1970, No. 21.* Jerusalem: Government Press, 1970. pp. 543, 545, and 547.

Table 2.—Percent of Pupils in Hebrew Education in Elementary and Secondary Schools and in Teacher-Training Colleges, by Continent of Origin: 1961–62, 1966–67, and 1969–70

Type of school	Total	Continent of origin		
		Europe-America	Asia-Africa	Israel
Elementary schools				
1961–62	100.0	43.0	49.8	7.2
1966–67	100.0	31.6	59.3	9.1
1969–70	100.0	26.9	61.2	11.9
Secondary schools				
1961–62	100.0	67.4	26.2	6.4
1966–67	100.0	56.7	35.6	7.7
1969–70	100.0	47.2	42.6	10.2
Teacher-training colleges				
1961–62	100.0	63.2	26.7	10.1
1966–67	100.0	61.0	33.0	6.0
1969–70	100.0	60.5	32.2	7.3

SOURCE OF DATA: Central Bureau of Statistics. *Statistical Abstract of Israel 1970, No. 21.* Jerusalem: Government Press, 1970. p. 560.

SECONDARY EDUCATION

Education at the secondary level is composed of the following three major types of schools: Academic, vocational-technical, and agricultural. A general admission requirement is completion of 8 years of elementary school. Slightly over half the secondary school students are in academic schools; and most of the remainder are in vocational-technical schools. In the late 1960's, of those in the 14- to 17-year age group, 63 percent received various types of secondary schooling.

Enrollment in secondary schools by pupils of Asian-African origins has increased markedly in the past decade. Although still a minority (42.6 percent) as of the 1969-70 school year, it is likely they will be a majority in the secondary schools in the near future.

Academic Schools

The primary objective of academic secondary schools is to prepare students for university studies. In grade 9 the curriculum is generally uniform for all students. Beginning with the 10th grade, students are registered in one of several "trends," i.e., areas of concentration, depending on the particular school which the student attends and on his aptitudes and areas of interest.

The major trends are agriculture, biology, humanities, mathematics and physics, Oriental studies, and social science. The required subjects of study in all trends are Bible, biology, botany, chemistry, civics, foreign language, guidance, Hebrew, history, mathematics, paramilitary training, physical education, and physics. The number of hours per week each year averages 36.

At the end of the 4 years, students in all trends may take the matriculation (*Bagrut*) examination in the following subjects: Bible, a foreign language (English or French), Hebrew language and literature, and

Universities with the Location and Faculties of Each: 1968–69

University	*Location*	*Faculties*
Bar-Ilan University	Ramat-Gan	Humanities Sciences and Mathematics Social Studies
Haifa University [1]	Haifa	Humanities Social Studies
The Hebrew University	Jerusalem	Agriculture Dental Medicine Humanities Law Medicine Pharmacy Sciences and Mathematics Social Studies
Negev University	Beer-Sheva	Engineering Humanities Sciences and Mathematics Social Studies
Technion: Israel Institute of Technology	Haifa	Engineering Sciences and Mathematics
Tel-Aviv University	Tel-Aviv	Humanities Law Medicine Sciences and Mathematics Social Studies
Weizmann Institute of Science [2]	Rehovot	Sciences and Mathematics

[1] Undergraduate studies only

[2] Graduate studies only

SOURCE OF DATA: Lydia Aranne. *Government Policy Toward Higher Education in Israel* (Preliminary Study). Jerusalem: Centre for Policy Studies, Nov. 1970. p. 15.

either chemistry, mathematics, or physics. Each trend also requires an examination in an additional subject, depending on the trend, e.g., agricultural studies in the agriculture trend and biology in the biology trend. On passing the examination (a pass mark of at least 6 must be obtained, with 10 being the highest mark), the student receives the matriculation (*Bagrut*) certificate which makes him eligible for admission to any higher education institution in Israel.

Students who do not wish to sit for the *Bagrut* examination but who pass an examination in five subjects, two or three of which are on the *Bagrut* level, receive a school-leaving certificate stating that they have completed 12 years of schooling. This certificate, however, does not automatically make them eligible for admission to an institution of higher education. About two-thirds of those who entered grade 9 (14-year-olds) completed secondary schooling and between 16 and 18 percent of the 17-year-olds obtained the *Bagrut* certificate in the late 1960's.

Vocational-Technical Schools

The vocational-technical schools range from 1- and 2-year trade schools, in which full time is given to practical training, to the 3- and 4-year schools which devote from 21 to 26 hours a week to theoretical secondary school subjects and from 18 to 24 hours to practical work. In general, the length of studies is 4 years. The curriculum varies according to the area of specialization, duration of studies, and type of school. Graduates do not, as rule, take the *Bagrut* examination. Those who complete the 4-year program may take "complementary" (special) examinations, the passing of which will make them eligible for admission to the Technion: Israel Institute of Technology.

There are technical schools which offer 2-year postsecondary programs for the training of higher (senior) technicians (*Handesaim*). After submitting a project and passing the final examination, the graduates receive a certificate (*Handesai*).

Agricultural Schools

The agricultural schools offer three types of programs: Practical, based on 2 years of study followed by 2 years of work on a *kibbutz* (collective settlement) or *moshav* (smallholders' cooperative settlement); vocational, with 3 years of study and 1 year of specialization on a *kibbutz* or *moshav;* and academic, with the 4-year "trend."

On completing either the practical or the vocational program, students receive a certificate. On completing the academic program, they may receive a diploma or, if they wish, may sit for the *Bagrut* examination, the passing of which entitles them to the *Bagrut* certificate and makes them eligible for admission to a university.

HIGHER EDUCATION

The following are Israel's university-level institutions: Bar-Ilan University, Haifa University (sometimes referred to as Haifa University College or the University Institute of Haifa), The Hebrew University of Jerusalem, Negev University or the Negev Institute for Higher Education, Technion: Israel Institute of Technology, Tel-Aviv University, and the Weizmann Institute of Science.

The Council for Higher Education

Established by law in 1958, the Council for Higher Education is the principal state authority dealing with matters pertaining to higher education. It has the exclusive powers to grant recognition to new institutions of higher education, to determine the kinds of degrees or academic titles which a recognized institution may confer, and to decide on the amount of financial assistance to be given by the Government to a recognized institution. Once an institution is duly recognized it is guaranteed autonomy in carrying out its academic, administrative, and financial operations.

Admission Requirements

The standard for admission is the *Bagrut* (matriculation) certificate. The number of students admitted to certain faculties depends upon the number of applicants and the space available, as for example in the medical and science faculties at the Hebrew University and most of the faculties at the Technion. To be admitted to these faculties, a student must take, in addition to his matriculation examination, a competitive entrance examination.

Each Israeli, upon reaching the age of 18, is generally required to serve in the military—2½ years for men and 20 months for unmarried women. This service must normally be completed before matriculation in a university. For this and other reasons, several years often elapse between the end of secondary schooling and the beginning of higher education, thus accounting for the relatively advanced age of 1st-year students in Israel's higher education institutions. For example, during the 1967-68 academic year, 25.7 percent of 1st-year students were 19 years of age or younger; 44.6 percent, 20 to 21 years old; 17.0 percent, 22 to 24; 6.3 percent, 25 to 29; and 6.4 percent 30 years or older.

Promotion and Grading Procedures

A student is promoted on the basis of grades received at the end of each semester. An evaluation is made both of his achievements in each subject during the entire semester, taking into consideration his classroom and laboratory work and grades received in the midterm examinations, and also of his grades in the end-of-the-semester comprehensive examinations given in February and July.

The grading system differs from institution to institution. At the Technion, grades range from A to E (excellent to failure). At The Hebrew University, depending on the faculty, grades include excellent (95-100), very good (85-94), good (75-84), fair (65-74), pass (50-64), failed (0-49); or excellent (10), very good (9), good (8), fair (7), passed (6), and failed. At the Tel-Aviv University Faculty of Social Sciences, grades are by number and include 95-100 (excellent), 85-94 (very good), 75-84 (good), 65-74 (fairly good), 60-64 (fair), and 60 (lowest passing grade).

Degree Programs

In general the Bachelor of Arts (B.A.) *(Boger)* and the Bachelor of Science (B.Sc.) *(Boger)* degree programs require 3 or 4 years of study, depending on the university and the area of specialization; the degree of Engineer *(Ingénieur),* 1 year beyond the bachelor's; the Master of Arts (M.A.) *(Musmach)* and the Master of Science (M.Sc.) *(Musmach),* 1 or 2 years beyond the bachelor's; the Doctor of Philosophy (Ph.D.) and the Doctor of Science (D.Sc.), 2 or 3 years beyond the master's.

The Bachelor of Laws (L.L.B.) degree program, following completion of secondary schooling, extends over a 4-year period; the Master of Laws (L.L.M.), 1 year beyond the bachelor's; and the Doctor of Law (Dr. Jur.) at least 2 years beyond the master's.

Table 3.—Number of Students and Number of Graduates, by University: 1969–70

University	Number of students	Number of graduates
Total	37,343	4,975
Bar-Ilan University	4,388	356
Haifa University	2,913	157
Hebrew University	13,562	2,312
Negev University	1,402	23
Technion: Israel Institute of Technology	6,253	1,022
Tel-Aviv University	8,406	1,029
Weizmann Institute of Science	419	76

SOURCE OF DATA: Central Bureau of Statistics. *Statistical Abstract of Israel 1970, No. 21.* Jerusalem: Government Press, 1970. p. 565.

The Degree of Doctor of Dental Medicine (D.M.D.) *(Doctor Medicinae Dentariae)*, following completion of secondary schooling, requires 6 years of study and submission of a thesis.

Candidates for admission to the medical faculties must submit proof of satisfactory completion of secondary schooling and take a written entrance examination. An admissions committee then selects the best students on the basis of their scholastic record, examination performance, and a personal interview. Medical studies take 7 years; the last year is spent in an internship program. During the internship period, the student prepares his thesis under the supervision of the department head of the hospital in which he is serving. After the student has completed his internship and his thesis has been accepted, he receives the degree of Doctor of Medicine (M.D.).

TEACHER EDUCATION

Teacher-Training Institutes

The 2- or 3-year postsecondary teacher-training institutes *(Lehakhsharat Morim Vegananot)* train kindergarten and elementary school teachers. The basic requirement for admission is the matriculation *(Bagrut)* certificate.

With minor variations to fit the specific requirements of a particular institution, the curriculum is generally uniform, i.e., foreign language, Hebrew, pedagogy, physical education, practical subjects, specialized subjects and electives, teaching practice. The number of hours per week averages 34 for the 1st and 2d years and 28 for the 3d year.

Those who complete the 2-year course are considered qualified teachers. They have the option of continuing in the 3d year, upon completion of which they receive the title "Senior Teacher" or "Senior Qualified Teacher."

Teacher Training at Universities

Government regulations require that teachers of grades 9 and 10 have a bachelor's degree and a secondary school teaching certificate; and that teachers of grades 11 and 12 have a master's degree and a secondary school teaching certificate. This goal is being gradually achieved: in the 1969-70 school year, 47.1 percent of the postelementary school teachers held academic degrees.

To be eligible for the secondary school teaching certificate, a student must have completed, or be in the process of completing, his requirements for the bachelor's degree, which is usually taken in the faculty of humanities or of sciences. Requirements for the certificate also include a 2-year teacher-preparatory course consisting of theoretical subjects (such as educational psychology, teaching methods, theory of education) and practical training (observation and practice teaching) within a department or school of education in a higher education institution.

ARAB EDUCATION

Administrative responsibility for the education of Arab children at the kindergarten, elementary, secondary, and teacher-training levels rests with the Department of Arab Education of the Ministry of Education and Culture.

Schools operate under the same principles as their Hebrew counterparts. Special provisions are made in the curriculum to meet the particular needs of the Arab community. For example, Arabic is the language of instruction; emphasis is on Arabic culture, geography, history, and literature; and students receive religious instruction in their own particular creed. Schools are closed on Friday and Sunday if they are attended by a substantial number of both Christian and Moslem children; on Friday and Saturday, if primarily by Moslem children; and on Saturday and Sunday, if primarily by Christian children.

Some of the secondary schools are terminal; others prepare their students for the matriculation examination which is similar to the one given in the Hebrew schools. There is no Arab institution of higher learning in Israel; students are admitted to Hebrew institutions of higher education if they possess the requisite formal qualifications.

EDUCATION REFORMS

In 1963 the Minister of Education and Culture appointed a commission to examine the possibility of extending free and compulsory education through grades 9 and 10.

The commission prepared a plan outlining the proposed reforms as follows: Elementary schooling would end with the completion of grade 6; a "junior comprehensive high school" would be created which would include grades 7, 8, and 9, to serve as a link between elementary and secondary education; and a "senior unit" would be established consisting of grades 10, 11, and 12. The educational structure would thereby be changed from the 8:4 to a 6:3:3 pattern, and compulsory education would be 9 rather than 8 years. The plan was submitted to the *Knesset* (Parliament) which approved and adopted it. The reforms begun in the 1969-70 school year are scheduled for completion in 1975.

It was estimated that of the approximately 14,000 pupils graduating from grade 8 in the 1968-69 school year, about 3,000 would enter grade 9 who otherwise would not have gone beyond the 8th year.

SELECTED GLOSSARY

Hebrew	*English*
A	
Agudat Israel	Association, or Society, of Israel (Orthodox religious party)
B	
Bagrut	Matriculation. Used to refer to the examination and certificate given after completion of secondary schooling. The certificate is a prerequisite for enrolling in higher education institutions.
Beit sefer al-yesodi	Postelementary school
Beit sefer haqlai	Agricultural secondary school
Beit sefer lenearim ovdim	School for Working Youth
Beit sefer mamlakhti	State school
Beit sefer mamlakhti-dati	Religious State school
Beit sefer tikhon	Academic secondary school
Beit sefer yesodi	Elementary school
Boger	Bachelor of Arts; Bachelor of Science
G	
GADNA	Youth, or Cadet Corps, in which boys and girls take elementary military training
Gan yeladim	Kindergarten
H	
Handesai	Certificate of completion of the 2-year postsecondary school training higher or senior technicians
Handesaim	Higher or Senior Technician
Heder	Religious school
Heimatkunde	Study of the environment
K	
Khinukh al-yesodi	Secondary education
Khinukh atzmai	Independent education
Khinukh mamlakhti	State education
Khinukh mamlakhti-dati	Religious State education
Khinukh yesodi	Elementary education
Kibbutz (pl., *kibbutzim*)	Collective farm or settlement, organized on a communal basis and cooperatively owned and operated by its members. Communal care is provided for children.
Knesset	Parliament
L	
Lehakhsharat Morim Vegananot	Teacher-training institutes
M	
Mishnah	Oral Law. (The first part of the *Talmud*, consisting of a collection of traditions and decisions developed chiefly by rabbis prior to A.D. 200)
Misrad Hakhinukh Vehatarbut	Ministry of Education and Culture
Moshav (pl., *moshavim*)	Smallholders' cooperative settlement. Individuals own their farms and personal property; but the work is organized collectively, the equipment is used cooperatively, and the produce is marketed jointly.
Musmach	Master of Arts; Master of Science.
S	
Seker	Nationwide examination administered at the end of 8 years of elementary schooling
T	
Talmud	Compendium of Jewish law and commentaries, interspersed with homiletic interpretations of Biblical verses
Talmud Torah	Study of the Law
Te'udat Gemar	Elementary school-leaving certificate
Torah	The first 5 books of the Old Testament, often called *The Pentateuch*, or Law of Moses

Hebrew	*English*	*Hebrew*	*English*
U		Y	
Ulpan	Intensive Hebrew language course for adults	*Yeshiva* (pl., *yeshivot*)	Secondary-level institutions, sometimes referred to as Talmudical colleges. Their curriculums focus on Jewish history and law.
V			
Va'ad Hakhinukh	Education Committee		

SELECTED READING LIST

Adler, Chaim. "The Israeli School as a Selective Institution," *Schools in Transition: Essays in Comparative Education*, Andreas M. Kazamias and Erwin H. Epstein, eds. Boston: Allyn and Bacon, Inc., 1968. pp. 209–21.

The American University, Foreign Area Studies. *Area Handbook for Israel* (DA Pam 550–25). Washington: U.S. Government Printing Office, Sept. 1970. 457 pp. (See particularly chapter 9, "Education," pp. 113–30).

Aranne, Lydia. *Government Policy Toward Higher Education in Israel (Preliminary Study)*. Jerusalem: Centre for Policy Studies, Nov. 1970. 118 pp.

Bentwich, Joseph S. *Education in Israel*. Philadelphia: The Jewish Publication Society of America, 1965. 204 pp.

Braham, Randolph L. *Israel: A Modern Education System* (OE-14125). U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1966. 186 pp.

Brickman, William W. "Israel: Religion, School, and State," *Strategies for Curriculum Change: Cases from 13 Nations*. Scranton, Pa.: International Textbook Company, 1968. pp. 57–90.

Central Bureau of Statistics. *Statistical Abstract of Israel 1970, No. 21*. Jerusalem: Government Press, 1970. pp. 543–75.

Eisenstadt, S. N. *Israeli Society*. London: Weidenfeld and Nicolson, 1967. 451 pp. (See particularly chapter 8, "Education, Youth and Family," pp. 231–84).

Facts About Israel, 1969. Misha Louvish, ed. Jerusalem: Ministry for Foreign Affairs, Information Division, 1969. 192 pp.

Glasman, Naftaly S. "Dilemmas in the Process of Educational Administration in Israel," *School and Society*. 97: 2319: 392–95. Oct. 1969.

International Handbook of Universities. H. M. R. Keyes and D. J. Aitken, eds. Paris: The International Association of Universities, 1968. pp. 520–24.

Israel Education Abstracts: A Selected Bibliography. Jerusalem: Israel Program for Scientific Translations. (Compiled quarterly for the Office of Education, U.S. Department of Health, Education, and Welfare and The National Science Foundation.)

Israel Government Yearbook 5729 (1968–69). Reuven Alcalay, ed. Jerusalem: Central Office of Information, Prime Minister's Office, Apr. 1969. pp. 130–62.

Israel Government Yearbook 5730 (1969–70). Reuven Alcalay, ed.; English edition: Mordekhai Nurock. Jerusalem: Keter Publishing House, Ltd., for the Central Office of Information, Prime Minister's Office, Apr. 1970. pp. 144–92.

Kleinberger, Aharon F. *Society, Schools, and Progress in Israel*. New York: Pergamon Press, 1969. 337 pp.

Tadmor, Shlomo. *Educational Developments 1967–1968: 20 Years of Education*. Jerusalem: Ministry of Education and Culture, July 1968. 35 pp.

United Nations Development Programme/International Labour Organization (UNDP/ILO). *Training of Vocational Instructors, Supervisors, and Technicians*. Jerusalem: UNDP/ILO, 1967. 115 pp.

United Nations Educational, Scientific, and Cultural Organization (UNESCO). *National Science Policy and Organization of Research in Israel* (Science Policy Studies and Documents, No. 19). Paris: UNESCO, 1970. 68 pp.

———. *World Survey of Education–IV: Higher Education*. New York: UNESCO Publications Center, 1966. pp. 650–63.

U.S. Congress, House of Representatives: Committee on Education and Labor. *Education in Israel* (Report of the Select Subcommittee on Education). Washington: U.S. Government Printing Office, 1970. 227 pp.

"Vocational Teacher Training in Israel." *Technion*: VI: 1 (25): 16–18. Feb. 1970.

The World of Learning: 1968–1969. London: Europa Publications, Ltd., 1969. pp. 729–39.

Nellie Apanasewicz
Research Assistant in Comparative Education

in collaboration with

Seymour M. Rosen
Specialist in Comparative Education

☆ U.S. GOVERNMENT PRINTING OFFICE: 1971 O—429–025